DOCUMENT RESUME

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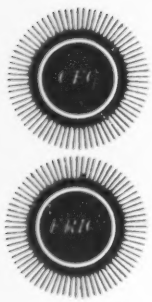
DESCRIPTORS	*Abstracts; *Administration; Administrative Organization; Administrative Policy; Administrative Problems; Administrator Evaluation; Administrator Role; *Annotated Bibliographies; *Exceptional Child Services; *Handicapped Children

ABSTRACT

The selected bibliography on administration contains approximately 66 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1961 to 1971. (CB)

ED 069067



ADMINISTRATION

A Selective Bibliography

August, 1972

CEC Information Center on Exceptional Children
An ERIC Clearinghouse
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

Exceptional Child Bibliography Series No. 610

EC 050 142 E

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With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

How to Use This Bibliography

The *Exceptional Child Bibliography Series* was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

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Each abstract contains three sections–bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

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How to Purchase Documents

Documents with an ED number and EDRS availability indicated may be purchased from the ERIC Document Reproduction Service (EDRS). For your convenience an order form is provided on the back cover of this bibliography.

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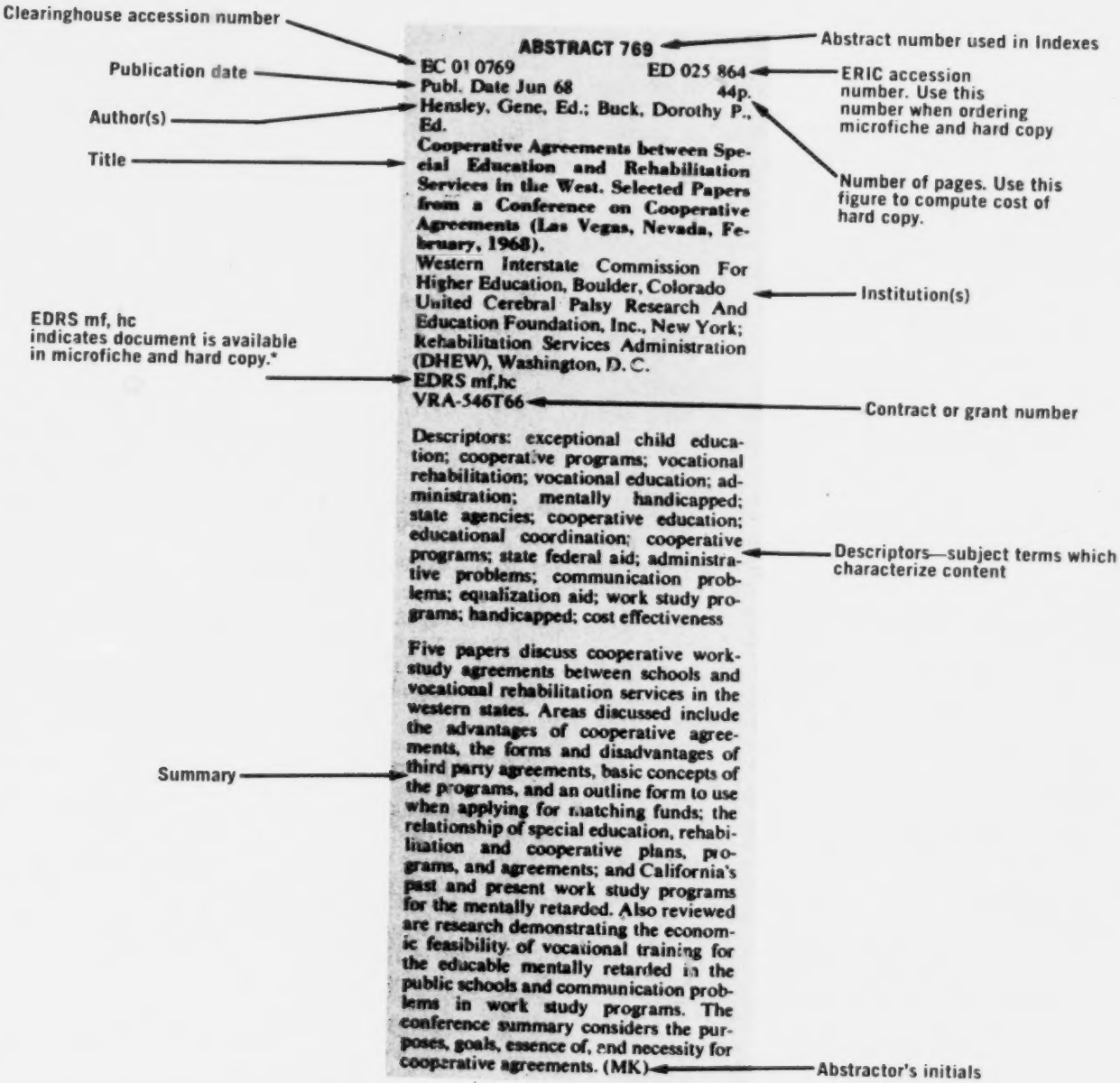
Sample Abstract Entry


Clearinghouse accession number
ABSTRACT 769
Abstract number used in Indexes
Publication date
EC 01 0769
ED 025 864
ERIC accession number. Use this number when ordering microfiche and hard copy
Publ. Date Jun 68
44p.
Author(s)
Hensley, Gene, Ed.; Buck, Dorothy P., Ed.
Title
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Number of pages. Use this figure to compute cost of hard copy.
Western Interstate Commission For Higher Education, Boulder, Colorado
United Cerebral Palsy Research And Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D. C.
Institution(s)
EDRS mf, hc
indicates document is available in microfiche and hard copy.*
EDRS mf,hc
VRA-546T66
Contract or grant number
Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness
Descriptors—subject terms which characterize content
Summary
Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)
Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.

INDEXING TERMS SEARCHED

Indexing terms used to retrieve information on *Administration* from the Center's computer file of abstracts are listed alphabetically below:

Adjustment Counselors
Administration
Administrative Agencies
Administrative Change
Administrative Organization
Administrative Personnel
Administrative Policy
Administrative Principles
Administrative Problems
Administrative Responsibility
Administrator Attitudes
Administrator Background
Administrator Characteristic
Administrator Evaluation
Administrator Guides
Administrator Qualifications
Administrator Responsibility
Administrator Role
Coordination
Coordinators
Educational Administration
Management
Organization
Organizational Change
Principles
Professional Personnel
Program Administration
Supervision
Team Administration

JOURNALS USED

Abstracts of articles from the following periodicals appear in this bibliography:

American Journal of Mental Deficiency
Exceptional Children
Journal of Research and Development in Education
National Elementary School Principal
Review of Educational Research

The abstracts in this bibliography were selected from *Exceptional Child Education Abstracts*, Volumes I-III.

ABSTRACTS

ABSTRACT 10280

EC 01 0280 ED 017 085
Publ. Date 66 91p.
Professional Standards for Personnel in the Education of Exceptional Children, Professional Standards Project Report.
Council For Exceptional Children, Washington, D.C.
EDRS mf

Descriptors: exceptional child education; standards; professional education; teacher certification; teacher education; professional continuing education; student teaching; accreditation (institutions); teacher education curriculum; emotionally disturbed; aurally handicapped; speech handicapped; visually handicapped; educational administration; supervision; ethical values; doctoral programs

Developed by approximately 700 special educators over a period of several years, this document is a statement of research reviews (publications) education. Standards pertaining to institutions offering preparation programs for teachers in special education are outlined with supplementary standards for the specific areas of behavioral disorders, deaf and hard of hearing, gifted, mentally retarded, physically handicapped, speech and hearing, visually handicapped, administration and supervision, and doctoral programs. Guidelines for the professional competencies of students in each area outline content of coursework and practicum for general and specialized professional preparation. Responsibilities of agencies and organizations for programs of continuing education are outlined. The code of ethics of the education profession is interpreted as it relates to special education. The reference list cites 19 items. This document was published as stock number 551-20944 by The Council for Exceptional Children, 1201 16th Street, N.W., Washington, D.C. 20036, and is available for $1.25. (MY)

ABSTRACT 11054

EC 01 1054 ED N.A.
Publ. Date Feb 66 17p.
Willenberg, Ernest P.
Organization, Administration, and Supervision of Special Education. Chapter VII, Education of Exceptional Children.
Los Angeles City Board Of Education, California
EDRS not available
Review Of Educational Research; V36 N1 P134-50 Feb 1966

Descriptors: exceptional child research; administration; special classes; incidence; student distribution; comparative education; administrative organization; federal programs; state programs; community programs; program administration; research needs; research reviews (publications); teaching methods; handicapped children; legislation; qualifications

Studies completed between 1963 and 1965 and concerned with the theory and function of administering special education programs are reviewed. Literature on the rationale for programs treats public policy, statistics on needs and services, scope and characteristics of special education groups, and comparative special education. The administrative structure of federal, state, and local programs and modification in programs and procedures are covered. Writings on the instructional program and its supervision, personnel, and needed research are also reported. A bibliography cites 89 items. (JD)

ABSTRACT 11087

EC 01 1087 ED 025 068
Publ. Date 66 393p.
Koestler, Frances A., Ed.
The Comstac Report: Standards for Strengthened Services.
National Accreditation Council For Agencies Serving The Blind And Visually Handicapped, New York, New York, Commission On Standards And Accreditation Of Services For The Blind
EDRS not available
National Accreditation Council For Agencies Serving The Blind And Visually Handicapped, Suite 501, 84 Fifth Avenue, New York, New York 10011.

Descriptors: exceptional child services; visually handicapped; standards; administration; administrative policy; administrative principles; confidential records; nondiscriminatory education; tuition; educational programs; library services; visually handicapped mobility; rehabilitation centers; sheltered workshops; social services; personnel; physical facilities; public relations; financial policy; agencies; blind; partially sighted; Commission on Standards and Accreditation of Services for the Blind; COMSTAC; National Accreditation Council for Agencies Serving the Blind and Visually Handicapped

Printed in large type and intended for agencies serving blind and visually handicapped persons, the report reviews the accomplishments of the Commission on Standards and Accreditation of Services for the Blind (COMSTAC) and the organizational structure plans for its replacement body, the National Accreditation Council for Agencies Serving the Blind and Visually Handicapped. Statements on policies and principles treat confidentiality, fees, and non-discrimination, which are incorporated into the following 12 standards reports by a system of cross-reference. The five sets of standards for administration concern agency function and structure, financial accounting and service reporting, personnel administration and volunteer service, physical facilities, and public relations and fund raising. Seven standards reports for service programs consider the areas of education, library, orientation and mobility, rehabilitation centers, sheltered workshops, social services, and vocational services. Each set of standards is preceded by an index of its contents and followed by an appendix of references. A directory lists periodicals, publishers, and reference sources. (Author/LE)

ABSTRACT 11291

EC 01 1291 ED 024 187
Publ. Date 66 83p.
Sheltered Workshops; A Handbook.
National Association Of Sheltered Workshops And Homebound Programs, Inc., Washington, D. C.
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS not available
National Association Of Sheltered Workshops And Homebound Programs, Inc., 1522 K Street, N. W., Washington, D. C. 20005.

Descriptors: exceptional child services; vocational rehabilitation; program planning; administration; personnel; standards; sheltered workshops; labor legislation; administrator guides; special services; handicapped; adults

Source materials for the establishment and maintenance of sheltered workshop programs is arranged in chronological order. Aspects described include planning considerations, how to get started, program of services, operating the workshop, personnel, state and federal labor laws, workshop standards, and the future of the workshop. Appendixes provide job descriptions and specifications, cost determination procedures, break-even point analysis, a list of regional offices, a model constitution, a glossary of terms, and a bibliography of 25 items. (LE)

ABSTRACT 11320

EC 01 1320 ED 024 158
Publ. Date 67 192p.
Baumgartner, Bernice B.; Lynch, Katherine D.
Administering Classes for the Retard-

ed: What Kinds of Supervisors Are Needed?
EDRS not available
The John Day Company, Inc., 62 West 45th Street, New York, New York 10036 ($3.95).

Descriptors: exceptional child education; mentally handicapped; administration; teacher selection; special classes; administrative personnel; supervisors; principals; special programs: teachers; curriculum development; physical facilities; inservice teacher education; vocational counseling; community programs; identification; community planning; instructional materials; parent education

Written chiefly for a wide variety of specialists who have responsibility for special educational provisions for mentally retarded pupils, the book also is intended for general school and special education administration courses. Each chapter starts with a set of guiding principles, followed by expanded examples, and concludes with a summary which highlights the substance of the chapter. The topics which are explored include a program design for continuity; identification and characteristics of the mentally retarded; the teacher as basis for an effective curriculum; the role of the principal and of the special education supervisor; the school environment, including the physical plant, supplies, and equipment; inservice education for teachers; parent education; vocational counseling; and community planning, programs, and projects. Listings are provided of 120 references, 19 films (with annotations), and 12 publishers' books for elementary and secondary classes. Appendixes present cumulative records, special forms for administrators' use, and special teacher prepared materials. (DF)

ABSTRACT 11509

EC 01 1509 ED 029 407
Publ. Date 68 185p.
Special Study Institute for Administrators of Special Education (Sacramento, October 30-November 3, 1967).
University Of Southern California, Los Angeles, Instructional Materials Center For Special Education
California State Department Of Special Education, Los Angeles, Division Of Special Schools And Services
EDRS mf,hc

Descriptors: exceptional child education; administration; curriculum; state programs; personnel; program planning; administrator role; behavior change; teacher certification; curriculum development; educational finance; state aid; federal aid; mentally handicapped; preschool programs; teacher recruitment; community resources; state legislation; California

The proceedings include the following: three papers on state finance; six on state legislation; 10 on state, county, and community resources; two on special education administration; seven on recruitment problems and training of personnel; and 11 on curriculum and program planning. Keynote and banquet addresses treat administrative problems and new developments and trends. (LE)

ABSTRACT 11530

EC 01 1530 ED 029 432
Publ. Date 68 74p.
Thomas, Janet K.
How to Teach and Administer Classes for Mentally Retarded Children.
EDRS not available

T. S. Denison & Company, Inc., 5100 West 82nd Street, Minneapolis, Minnesota 55431 ($4.98).

Descriptors: exceptional child education; mentally handicapped; administrator responsibility; teacher role; parent participation; learning characteristics; staff role; facility requirements; special classes; identification; class size; admission (school); parent education; school schedules; curriculum planning; student evaluation; parent teacher conferences; instructional materials; student records; teaching methods

Elements involved in the teaching and administering of classes for the mentally retarded are discussed, and the school program is described. The administrator's role and areas of concern are detailed; and parent teacher conferences are considered, with six guide sheets and an outline provided. The following are treated: teacher qualifications, education, and duties; instructional classroom materials; primary and intermediate special classes; and classroom research. A section concerning cooperation in the learning process and intended for reproduction for parent education distribution is included. (JD)

ABSTRACT 11690

EC 01 1690 ED 030 245
Publ. Date 67 217p.
Gearheart, B. R.
Administration of Special Education; A Guide for General Administrators and Special Educators.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($8.50).

Descriptors: exceptional child education; administration; administrator responsibility; program development; mentally handicapped; professional personnel; financial support; school districts; cooperative programs; state supervisors; physicians; vocational counseling; program evaluation; legislation; teacher education; handicapped children; organizations (groups); public relations; administrative problems; Los Angeles Study

A guide for general and special education administrators presents an overview of special education programs. Worldwide development of special school programs and the present scope of special education are considered. Also considered are the following: finances; cooperative special education districts; problem areas in administration; growing interest in administration; duties of local administrators; special education leadership at the local level; the role of physicians and vocational rehabilitation counselors; and five suggestions for educators. Edward Meyen discusses program development for the mentally retarded. Appendixes include the summary, conclusions, and recommendations of a study in Los Angeles and a program for the preparation of professional personnel in the education of handicapped children. Twenty-nine general and 27 curriculum references are cited. (JK)

ABSTRACT 11974

EC 01 1974 ED 031 006
Publ. Date May 68 126p.
Birch, Jack W., Ed.
Designs for Organizing and Administering Special Education; Proceedings of a Cooperative Work-Conference (Atwood Lodge, Dellroy, Ohio, May 9-10, 1968).
Ohio State Department Of Education, Columbus, Division Of Special Education
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; administration; program planning; handicapped children; classification; grouping (instructional purposes); professional personnel; educational facilities; program evaluation; legislation; technology; regional programs; instructional materials centers; identification; vocational education; learning disabilities; demography; administrator responsibility; state programs

Papers included are the following: design for organizing and administering special education by Paul R. Ackerman and William C. Geer; indications of patterns and trends in special education, by Marvin e. Beekman; the organization of special education services, by John W. Kidd; and organization and administration of special education, by Harrie M. Selznick. Other topics discussed are the national legislative and administrative scene, the problem of built-in attitudes of educators, directions for change, mobilization of multi-disciplinary resources and their utilization for fulfillment of the special needs of the exceptional child, reactions to the papers and presentations, and a discussion session among conference participants and consultants. (LE)

ABSTRACT 21077

EC 02 1077 ED N.A.
Publ. Date Jan 64 101p.
Standards for State Residential Institutions for The Mentally Retarded. Monograph Supplement.
AAMD Project On Technical Planning In Mental Retardation, Columbus, Ohio
National Institute Of Mental Health (DHEW), Washington, D. C.
EDRS not available
American Association On Mental Defi-

ciency, P. O. Box 96, Willimantic, Connecticut 06226 ($3.00).
American Journal Of Mental Deficiency; V68 N4 Jan 1964

Descriptors: exceptional child services; mentally handicapped; standards; institutions; residential schools; public facilities; administrator guides; institutional facilities; case records; institutional personnel; evaluation criteria; special services; physical facilities; educational programs; employment qualifications; admission criteria; administrative policy

A manual of standards, offering reasonable levels of operation, is presented and is considered attainable in state institutions by 1974 without disruption to the economy of any state. The minimal standards involving the philosophy, practices, and goals of institutions are as specific as possible. Included are standards on management services, admission and release, institutional programing, personnel, training and staff development, physical plant, records, reporting, and research. (LE)

ABSTRACT 21987

EC 02 1987 ED 036 000
Publ. Date 69 107p.
Freeland, Kenneth H.
High School Work Study Program for the Retarded; Practical Information for Teacher Preparation and Program Organization and Operation.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703.

Descriptors: exceptional child education; mentally handicapped; work study programs; program planning; administrator guides; program administration; classroom arrangement; recordkeeping; records (forms); teacher qualifications; school community relationship; information dissemination; instructor coordinators; interviews; employers; educable mentally handicapped; vocational education; labor laws; public relations

Intended for both school and nonschool personnel, the text treats work study programing for educable mentally handicapped students at the secondary level. Information is provided concerning the structure and objectives of work study programs as well as the required competencies and responsibilities of the teacher-coordinator. Guidelines are included for setting up a new program, for organizing the classroom for program instruction, and for developing a record system, a school-public information plan, and a system to interview prospective employers. Program operation is defined in terms of legal requirements, employment limitations, and time allocation for the teacher-coordinator's duties. Further guidelines for conducting the program specify means of maintaining effective relations and suggestions for the substitute teacher. Reports and forms are listed and samples of them are appended. (JD)

ABSTRACT 22261

EC 02 2261 ED N.A.
Publ. Date 69 48p.
Smith, Carl B. And Others
Reading Problems and the Environment: The Principal's Role. Target Series Book One—The Principal.
Indiana University, Bloomington
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS not available
International Reading Association, 6 Tyre Avenue, Newark, Delaware 19711.

Descriptors: exceptional child education; reading; reading difficulty; reading programs; reading research; principals; environmental influences; program planning; community involvement; measurement techniques; case studies (education); administrator guides; remedial reading; remedial reading programs; educational diagnosis; Detroit (Michigan); Portsmouth (Virginia); Indianapolis (Indiana)

Designed to give school principals ideas about environmental causes of reading problems and to suggest adjustments by schools, the monograph summarizes research, describes new and successful programs, and makes recommendations for setting up programs. Relationship of home environment to reading is discussed. Examples of programs designed to overcome environmental deficiencies are described. Information is provided on problems and techniques involved in measuring and evaluating reading performance. Steps in establishing reading programs are listed. The appendix presents a summary of research on administrative arrangements for overcoming reading problems. Other monographs in this series on reading disabilities are directed toward the teacher, the reading specialist, and the administrator. (MS)

ABSTRACT 22262

EC 02 2262 ED N.A.
Publ. Date 69 55p.
Smith, Carl B. And Others
Establishing Central Reading Clinics: The Administrator's Role. Target Series Book Two--The Administrator.
Indiana University, Bloomington
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS not available
International Reading Association, 6 Tyre Avenue, Newark, Delaware 19711.

Descriptors: exceptional child education; educational diagnosis; learning disabilities; reading; reading difficulty; reading programs; reading research; program planning; case studies (education); administrator guides; administrator role; remedial reading; reading clinics

Designed for superintendents and other top-level administrators, the monograph identifies severe reading disabilities, describes types of clinics or diagnostic centers, and provides helpful data concerning establishment of reading clinics. Characteristics of severely disabled readers are described. The work of both university clinics and public school clinics is discussed and sketches of some school clinics are provided. Considerations in setting up a clinic program are discussed including selection of children, testing, staffing and training, services, cost, facilities, and coordination. Steps for setting up a clinic are listed. Appendixes include a sample book list for a reading clinic, a listing of university reading clinics that treat severe reading disabilities, and a summary of research on overcoming reading problems. Other monographs in this series on reading disabilities are directed toward the teacher, the reading specialist, and the principal. (MS)

ABSTRACT 22548

EC 02 2548 ED 038 819
Publ. Date (69) 20p.
Russell, Robert W.
Administrative Design and Organizational Procedures for Working with Educationally Handicapped Children.
EDRS mf,hc
An Address Presented To The American Association Of School Administrators (Atlantic City, New Jersey, February 16, 1970).

Descriptors: exceptional child education; learning disabilities; educational needs; intervention; learning characteristics; identification; educational programs; resource teachers; professional personnel

Children with learning disabilities are considered with reference to educational needs, professional knowledge, characteristics, definition, and incidence. Administrative solutions are then delineated, including early identification, special classes, resource rooms, supportive and consulting personnel, inservice education for regular class teachers, and longitudinal programing ranging from preschool through high school. (JD)

ABSTRACT 22580

EC 02 2580 ED 038 823
Publ. Date 70 45p.
Mooney, Thomas J.
Special Education: Developing a Comprehensive Program. Croft Leadership Action Folio Number 24.
EDRS not available
Croft Educational Services, Inc., 100 Garfield Avenue, New London, Connecticut 06320.

Descriptors: exceptional child education; administration; program planning; administrator guides; handicapped children; supervisors; department directors (schools); school superintendents; educational programs; program development

Three-part guidelines detail the development of a comprehensive special education program. The first part, dealing with planning and other administrative tasks, is addressed to the superintendent; the second, outlining the actual mechan-

ics of establishing a program, is for the special education director; and the third, covering day to day operation of the program, is for the classroom supervisor. Each part includes six or seven exhibits. (JD)

ABSTRACT 22587

EC 02 2587 ED N.A.
Publ. Date 70 48p.
Guidelines for the Collection, Maintenance, and Dissemination of Pupil Records.
EDRS not available
Russell Sage Foundation, 230 Park Avenue, New York, New York 10017.
Report Of A Conference On The Ethical And Legal Aspects Of School Record Keeping (Sterling Forest, New York, May 25-28, 1969).

Descriptors: recordkeeping; data collection; confidential records; student records; reports; administrator guides; classification; case records; records (forms)

Resulting from a conference on ethical and legal aspects of school record keeping, the report presents a set of guidelines for formulating school policies about pupil records. Specific topics treated are collection of data, classification and maintenance of data, administration of security, and dissemination of information regarding pupils. Included is information to aid in the interpretation and implementation of the guidelines. Hypothetical cases are provided. Sample forms are included. (MS)

ABSTRACT 22880

EC 02 2880 ED 040 532
Publ. Date 70 58p.
Handbook for Administrators: A Guide for Programs for the Mentally Retarded.
Tennessee State Department Of Education, Nashville
EDRS mf,hc

Descriptors: exceptional child education; state programs; mentally handicapped; administrator guides; program administration; educable mentally handicapped; trainable mentally handicapped; educational programs; program evaluation; Tennessee

Guidelines are provided for the development and operation of Tennessee programs for the mentally handicapped. Information on the two separate educable and trainable programs covers goals, administration, and instructional program. Guidelines for evaluation are also presented; a list of services is appended. (JD)

ABSTRACT 22903

EC 02 2903 ED 040 555
Publ. Date 69 52p.
Meierhenry, Wesley C.
Planning for the Evaluation of Special Educational Programs: A Resource Guide.
Nebraska University, Lincoln
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc
OEG-0-9-372160-3553(032)

Descriptors: exceptional child research; administration; program evaluation; evaluation techniques; educational programs; educational objectives; program planning; educational finance; consultants; resource centers; information dissemination

Developed along with a tape-slide package, the guide covers evaluation of special educational programs. Robert McIntyre discusses evaluation for decision making; Victor Baldwin considers sources of help and how to use them; and Helmut Hofmann treats objectives as guidelines for action, data collection, and budget planning and evaluation. Wesley Meierhenry describes what and when to evaluate as well as reporting and dissemination; he also lists references on evaluation. (JD)

ABSTRACT 23433

EC 02 3433 ED 041 404
Publ. Date Jun 68 235p.
Gibbons, Patrick
Administrator's Handbook for Special Education in Ohio's Schools.
Ohio State Department Of Education, Columbus, Division Of Special Education
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; state programs; administration; standards; legislation; administrator guides; professional personnel; therapy; instructional materials; special services; residential schools; aurally handicapped; physically handicapped; neurologically handicapped; educable mentally handicapped; visually handicapped; emotionally disturbed; Ohio

Designed as a reference to help school aeministrators provide programs and services for exceptional children in Ohio, the handbook contains general information on the following. state laws for special education, role and function of the professional staff, registration of educational materials for the visually handicapped, the federal program for purchase of textbooks and materials for the visually handicapped, policies and reporting procedures on research and demonstration projects, admission procedures for the Ohio Schools for the Blind and for the Deaf, procedures for pre-approval of units, the Special Education Instructional Materials Center, preparation of professional personnel in the education of handicapped children (Public Law 85-926, as amended), and federal assistance for the education of handicapped children under Title VI-A, Elementary and Secondary Education Act, Public Law 89-10, as amended. Program standards and procedures are specified for individual instructional services, transportation of handicapped children, boarding homes for physically handicapped children, legal dismissal from school, and for units for the following exceptional children and services: deaf, hard of hearing, crippled, visually handicapped, neurologically handicapped, emotionally handicapped, educable mentally handicapped, speech and hearing therapy, child-study services. (JD)

ABSTRACT 23557

EC 02 3557 ED 042 290
Publ. Date Nov 69 37p.
The Role of the Public School Administrator Related to Special Education Programs. Proceedings of the Special Study Institute (Westchester County, New York, November 13-15, 1969).
State University Of New York, Albany, State Education Department
EDRS mf,hc

Descriptors: exceptional child research; educational administration; administrative personnel; administrator attitudes; institutes (training programs); special classes; regular class placement; inservice education; Special Education Administration Task Simulation Game

Nineteen general education administrators with no special education training or experience, the majority of them building principals, attended a special study institute. There they participated in the SEATS (Special Education Administration Task Simulation) Game, developed by Daniel Sage for use in training special education administrators. A semantic differential test of 10 concepts depicting issues in special education (integration and coordination) was administered at the beginning and end of the institute: change in the desired direction resulted for nine of the concepts and statistically significant change for three of them. On an interview schedule given at the institute's close, a number of participants made verbal commitments to actual behavioral changes. (JD)

ABSTRACT 30017

EC 03 0017 ED 043 143
Publ. Date 70 174p.

Younie, William J., Ed.; Goldberg, I. Ignacy, Ed.
Special Education in the Residential Setting. Proceedings of the Special Study Institute (Columbia University, New York, New York, June 30-July 18, 1969).
Columbia University, New York, New York, Teachers College
Office Of Education (DHEW), Washington, D. C., Division For Handicapped Children And Youth
EDRS mf,hc

Descriptors: exceptional child services; mentally handicapped; institutional administration; administrative policy; residential centers; residential schools; institutionalized (persons); conference reports; exceptional child education

Reported are the proceedings of a three-week conference for special educa-

tion administrators working with educational programs for the institutionalized mentally handicapped. Conference papers included are: The Role of a Residential Facility in Modern Society, by Robert Dentler; The Present Nature of Residential Populations, by Harvey Dingman; Multidimensional Problems of Administration in a Residential Setting, by Harvey Stevens; and The Current Status of Education in Residential Centers in the U.S., by Wesley White. Also presented are The Educational Roles of a Residential Center, by David Rosen; Assessment and Placement, by Margaret Jo Shepherd; Administrative Implications for Education at Various Ability Levels, by Robert Erdman; Resources for Implementing the Administrative Model, by Philip Roos; and An Administrative Model for the Residential Setting--An Application of Open System Theory, by Arthur Lewis. Appended are a summary of group problems, reactions to problem solving, and a list of conference participants. (KW)

ABSTRACT 30038

EC 03 0038 ED 043 163
Publ. Date 70 97p.
Erdman, Robert L. And Others
The Administration of Programs for Educable Retarded Children in Small School Systems.
Council For Exceptional Children, Arlington, Virginia
EDRS mf
Council For Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202 ($3.75).

Descriptors: exceptional child education; educable mentally handicapped; program administration; administrative organization; elementary schools; administrative policy; class size; admission criteria; curriculum; program development; rural school systems; county school systems; small school systems

Administrative concerns of programs for educable mentally retarded children in small school systems are discussed beginning with preliminary steps of program promotion and development of program rationale. The selection of children is explored in areas of screening methods, individual evaluations, implications of student characteristics, and criteria for placement in special classes. Also described are the organization of classes and related organizational problems along with the development of curriculum and program activities. Various programing approaches and organizational patterns provided include cooperative programs, contract services, intermediate units, itinerant personnel, summer programs, and work study programs. Appendixes contain listings of state associations for the retarded, the Special Education IMC/RMC network, curriculum resources, resource texts, educational films, parent resources, suggested equipment and supplies, and sample forms to be used in special education programing. (RD)

ABSTRACT 30271

EC 03 0271 ED N.A.
Publ. Date 70 108p.
Provus, Malcolm And Others
Evaluation for Administrative Action.
EDRS not available
Journal Of Research And Development In Education; V3 N4 P1-108 Sum 1970

Descriptors: educational administration; administrator evaluation; evaluation methods; evaluation needs; administrative principles; decision making; management systems; program evaluation

Articles in the journal address themselves to the question: What is educational evaluation and how is it conducted? Contributions include Evaluation for Decision-Making, Choice, and Value, by Malcolm Provus; Management Control Theory as the Content for Educational Evaluation, by Desmond Cook; Curriculum Evaluation as Decision-Making Process, by Garlie Forehand; Management Models and Educational Evaluation, by G. Edward Lundin and Gordon Welty; From Evaluation Theory Into Practice, by Howard Merriman; More Effective Educational Research Through the Use of Process Evaluation Techniques, by Edward Brown; Conditions for the Use of PPB, by Richard Fogel; Evaluating the On-Going Public School Program, by Laurie Dancy; Toward a State System of Evaluation, by Malcolm Provus; and Evaluation in a Multi-Level Agency, by Esther Kresh. (KW)

ABSTRACT 30333

EC 03 0333 ED N.A.
Publ. Date 61 123p.
Connor, Leo E.
Administration of Special Education Programs.
EDRS not available
Teachers College Press, Columbia University, New York, New York 10027 ($2.95).

Descriptors: exceptional child education; administration; administrative organization; administrator role; program descriptions

Dealing with administrative practices in special education, the monograph indicates major problem areas and offers some solutions through examples of successfully operated programs. An overview of special education administration considers the nature, extent, status, and resources of special education, administrative duties, and selection of administrators. Major divisions discuss administrative structure, functions, and future problems and trends. Described are five on-going programs in major cities. (KW)

ABSTRACT 30428

EC 03 0428 ED 043 992
Publ. Date 70 104p.
Special Education Administrative Handbook.
Maine State Department Of Education, Augusta
EDRS mf,hc

Descriptors: exceptional child education; state programs; administrative organization; handicapped children; program guides; state legislation; state federal aid; instructional materials centers; program descriptions; financial support; Maine

The administrative handbook contains general information concerning Maine legislation relating to special education, state subsidy to special education programs, Title VI (A) of the Elementary and Secondary Education Act, Public Law 85-926 related to preparation of professional personnel in special education, and the services of the Special Education Instructional Materials Center at Farmington State College. Program standards and procedures are described in the following areas: educable mentally handicapped, trainable mentally handicapped, emotionally handicapped, hearing impaired, speech and language disorders, learning disabilities, visually impaired, home instruction, special/supplemental tutoring, hospital instruction, and special equipment. General definitions, eligibility requirements, teacher qualifications, financial concerns, application procedures, and and various student forms are provided for each area. (RD)

ABSTRACT 30435

EC 03 0435 ED 043 999
Publ. Date Jan 70 97p.
Administrative Procedures for the Special Education Program.
Colorado State Department Of Education, Denver, Division Of Special Education Services
EDRS mf,hc

Descriptors: exceptional child education; administrative policy; state programs; program descriptions; administrator guides; administrative organization; admission criteria; supervision; evaluation; work study programs; state legislation; records (forms); Colorado

The report of the administrative procedures for the special education programs in Colorado contains definitions of the handicapping conditions, the organization of programs evolving from the handicap categories, standards of student eligibility, and broad standards of program approval criteria. Specific programs are described including the hospital or home instruction, the multiply handicapped program, work study programs in senior high schools, foster home maintenance and responsibilities, and programs of specialty areas such as arts and crafts. Concerns of administration and supervision, evaluation techniques, special transportation, program reimbursement, cooperative services, and the District Plan are presented. Appendixes provide the Handicapped Children Education Act of Colorado, numerous special education forms, and a sample program approval form. (RD)

ABSTRACT 30595

EC 03 0595 ED 044 010
Publ. Date 70 730p.
Meisgeier, Charles H.; King, John D.

The Process of Special Education Administration.
EDRS not available
International Textbook Company, Scranton, Pennsylvania 18515 ($10.50).

Descriptors: exceptional child education; administration; administrative organization; educational planning; administrative policy; federal legislation; educational trends; conceptual schemes; administrator role; educational technology; comparative education; professional education

The collection of papers concerning aspects of special education administration contains five articles on conceptual frameworks for the organization of special education services. Twelve papers examine organizational and administrative strategies and models such as coordination of services and special education services appropriate to sparsely populated areas. Federal programing and legislation are discussed in five writings, and national perspectives and trends are traced in three articles. The role, preparation, and standards of the special education administrator are explored in six papers. Also included are five contributions concerning educational facilities and technology, and two relating to international perspectives. Characteristics, preparation, staffing, and research on special education personnel are represented by four articles. An extensive annotated bibliography is provided. (RD)

ABSTRACT 30623

EC 03 0623 ED 044 860
Publ. Date 69 51p.
Calovini, Gloria
The Principal Looks at Classes for the Physically Handicapped.
Illinois State Office Of The Superintendent Of Public Instruction, Springfield
EDRS mf
Council For Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 20202 ($1.50).

Descriptors: exceptional child education; physically handicapped; special health problems; special classes; administration; administrator role; services

The booklet is designed for the principal with little background in special education who is responsible for administering a class for the physically handicapped in his building, or must supervise home or hospital classes. Essential elements of specialized services are described. Covered are definitions of handicapping conditions and their implications, and discussions of educational programs (residential and day), placement (team responsibility, records), educational provisions (facilities, equipment, materials), ancillary services (speech correction, physical therapy, occupational therapy, transportation), and administrative responsibilities (scheduling, supervision). (KW)

ABSTRACT 30850

EC 03 0850 ED N.A.
Publ. Date Dec 70 7p.
Henley, Charles E.
A View of the Field Experience in Special Education Administration.
EDRS not available
Exceptional Children; V37 N4 P275-81 Dec 1970

Descriptors: administration; internship programs; practicums; program descriptions; supervisory training; graduate study; administrator intern

The field placement is one of the universal elements presently found in USOE supported college and university programs for the preparation of special education administrators. This article presents a general discussion of the field placement, a description of the field placement program as developed at Michigan State University, and some observations with regard to this aspect of present university programs. (Author)

ABSTRACT 31298

EC 03 1298 ED N.A.
Publ. Date Jan 71 24p.
Smith, Carl B. And Others
The Principal and the Reading Program: A Special Section (Six Articles).
EDRS not available
National Elementary School Principal; V50 N3 P34-57 Jan 1971

Descriptors: exceptional child education; administrator role; reading; reading difficulty; learning disabilities; environmental influences; elementary education; on the job training; volunteers; self concept

A series of articles dealing with the principal and the reading program is presented. Such areas as environmental reading problems, guidelines for remedial reading in elementary schools, learning disabilities, reading and self concept, and administrator's workshop on volunteer on-the-job training are covered. (CD)

ABSTRACT 31353

EC 03 1353 ED N.A.
Publ. Date Jan 71 5p.
Burello, Leonard C.; Sage, Daniel D.
A Behavior Preference Inventory for Special Education Administrators.
EDRS not available
Exceptional Children; V37 N5 P365-9 Jan 1971

Descriptors: exceptional child education; administrator evaluation; psychological needs; evaluation methods; behavior patterns; test construction; decision making; Behavior Preference Inventory

The purpose of the study was the development and validation of an instrument, the Behavior Preference Inventory (BPI), to measure the need values of special education administrators, utilizing Rotter's social learning theory. The five need categories of recognition-status, protection dependency, dominance, independence, and love and affection, were examined in an experimental test sample with which a validating instrument was used involving the administrator's subordinates. A normative sample involving membership of CASE (Council of Administrators of Special Education) contributed additional descriptive data. It is advocated that the BPI is useful as a screening device in related research on the relationship of need value to expectancy and situational determinants in decision making. It is also proposed that the instrument serve as a vehicle for the sensitization of administrators to their personality investment in decision making. (Author)

ABSTRACT 31527

EC 03 1527 ED 046 447
Publ. Date 70 134p.
Exceptional Children Conference Papers: Administrative Procedures and Program Organization.
Council For Exceptional Children, Arlington, Virginia
EDRS mf,hc
Papers Presented At The Northwest Regional Conference (Vancouver, British Columbia, October 21-24, 1970).

Descriptors: exceptional child education; administrative organization; program development; conference reports; program design; multiply handicapped; mentally handicapped; work study programs

Administration procedures and program organization is the topical consideration of nine papers selected from those presented at the CEC Northwest Regional Conference (Vancouver, British Columbia, October 21-24, 1970). The presentations include an introduction to interdistrict cooperatives; special education and government and problems in rural areas; work experience programs for the educable mentally handicapped and a community work study endeavor; programs for the multiply handicapped and a multidiscipline approach to the treatment of multiply handicapped children; and a description of a work oriented school for educable mentally handicapped. Other collections of papers from the conference have been compiled and are available as EC 031 525 (Pre and Inservice Teacher Training), EC 031 526 (Social and Institutional Changes in Special Education), EC 031 528 (Involvement of Parents in School Programs), and EC 031 529 (Teaching Strategies, Methods, and Instructional Materials). (CD)

ABSTRACT 31611

EC 03 1611 ED 046 465
Publ. Date 71 137p.
A Program of Education for Exceptional Children in Oklahoma.
Oklahoma State Department Of Education, Oklahoma City, Division Of Special Education
Bureau Of Elementary And Secondary

Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; gifted; state programs; state legislation; school services; guidelines; educational programs; state standards; teacher certification; administration; Oklahoma

The bulletin, detailing the Oklahoma program for the education of exceptional children, is intended to provide guidelines for boards of education, administrators, special education teachers, and others involved in establishing and/or improving services for exceptional children. State law, state board of education regulations, teacher qualifications and certification regulations, and administrative responsibilities are presented. Separate chapters elaborate upon details of definitions, identification, establishment of classes, classroom organization, and special education programs for the various categories of handicaps and for the gifted. Also reviewed are the visiting counselor's role and activities, provision for guidance services, the role of the director of special education, and Title VI-A of the Elementary and Secondary Education Act of 1965. Regional and community guidance centers are listed. (KW)

ABSTRACT 31738

EC 03 1738 ED 046 469
Publ. Date 70 46p.
A Handbook for Administrators: A Guide for Speech and Hearing Programs.
Tennessee State Department Of Education, Nashville
EDRS mf,hc

Descriptors: exceptional child services; speech handicapped; aurally handicapped; state standards; school services; guidelines; administration; program planning; speech clinics; Tennessee

Guidelines for establishing and developing programs for speech and hearing impaired children are presented. The information is intended to be of value in planning, developing, administering, and evaluating programs in Tennessee public schools. Part 1, for administrators, outlines standards and other information related to the following aspects of speech and hearing programs: types of positions, approval of schools, employment standards, specialist certification, program initiation, administration, and roles of involved personnel and of the State Department of Education. Part 2, a guide for speech and hearing specialists, covers such topics as identification and eligibility of children, determination of case load, scheduling, grouping, and coordination time. Part 3 describes and lists offices of ancillary agencies--the Tennessee Department of Public Health, and hearing and speech centers. Information is also provided on the Tennessee School for the Deaf. (KW)

ABSTRACT 31847

EC 03 1847 ED N.A.
Publ. Date 70 319p.
Putnam, John F., Comp.; Chismore, W. Dale, Comp.
Standard Terminology for Curriculum and Instruction in Local and State School Systems.
Office of Education (DHEW), Washington, D. C.
EDRS not available
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Cat. No. HE 5.223:23052) ($3.00).

Descriptors: administration; curriculum; information systems; information dissemination; standards; vocabulary; guidelines; State Educational Records and Reports Series

Sixth in the State Educational Records and Reports Series of the U.S. Office of Education, the handbook presents a basis for describing curriculum and instruction in elementary, secondary, college, and adult education in the United States. The handbook, intended as a guide for local and state school systems, contains items of information used in keeping records and making reports about curriculum and instruction. It classifies and defines specific items of content, resources, and processes of curriculum development and instruction and includes additional terminology. Three basic kinds of information about the standard terminology of curriculum and instruction at various levels are provided: items of information about organization, administration, content resources, and processes of instruction; the subject matter of the curriculum; and related terminology and other considerations. (CD)

ABSTRACT 31929

EC 03 1929 ED 048 692
Publ. Date 71 52p.
Morse, William C.
Classroom Disturbance: The Principal's Dilemma.
EDRS not available
Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202 ($2.00).

Descriptors: administrator role; principals; behavior problems; conflict resolution; emotionally disturbed; socially maladjusted

How principals can be most effective in dealing with and serving emotionally disturbed or socially maladjusted pupils, while recognizing the demands and interests of teachers and parents at the same time, is considered. Much of the success in moving ahead to serve disturbed children with new formats is said to depend upon the principal and how he facilitates whatever resources he has, particularly in the resolving of affective disputes. The discussion of this problem covers several topics: the new role of schools in prevention and rehabilitation, the types of maladjustment the principal can expect to encounter among the students, and the special role of the principal in dealing with disturbed students and what he can do about particular children and his school in his capacity as a special educator. (KW)

ABSTRACT 32032

EC 03 2032 ED N.A.
Publ. Date 70 129p.
Orzack, Louis H. and Others
Administrative and Sociological Factors in Organizing Change: Toward New Services for the Retarded.
Parents and Friends of Mentally Retarded Children of Bridgeport, Inc., Connecticut
Social and Rehabilitation Service (DHEW), Washington, D. C., Division of Research and Demonstration Grants
EDRS not available
Parents and Friends of Mentally Retarded Children of Bridgeport, Inc., 4695 Main Street, Bridgeport, Connecticut 06606.

Descriptors: exceptional child services; mentally handicapped; parent associations; program evaluation; program effectiveness; change agents; community role; administrative organization; sociocultural patterns; Connecticut

The monograph is the fifth in a series concerning a 5 year federal demonstration project undertaken by a parent organization in Bridgeport, Connecticut, to broaden the range of services for the mentally handicapped in Bridgeport. The report considers the administrative and sociological factors that affected the efforts to pursue and organize change in the mental retardation services. A brief historical review of the sponsoring organization and the project are provided; and a detailed analysis of the specific undertakings (greater independence for the retarded, enrichment of the educational programs, day care, recreation programs) embodied in the proposal for the project is presented. Chapters dealing with the delivery of services to needs, conflicts that affect change, the functions of the volunteer parent association in producing change, and the issues involved in change are included. In the final chapter, the project staff writers summarize the material presented and draw the conclusion that the community did not become involved in any significantly different way with the mentally handicapped as a result of the project. (CD)

ABSTRACT 32039

EC 03 2039 ED 048 719
Publ. Date Dec 70 233p.
The Development and Evaluation of Reality-Based Simulation Materials for the Training of Special Education Administrators in State Departments of Education. Final Report.
Syracuse University, New York, Division of Special Education and Rehabilitation
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-0-70-1290(603)

Descriptors: exceptional child research; administrator role; professional education; simulation; state departments of education; models; teaching methods; inservice education

A project was conducted to develop and evaluate a reality-based simulation model of the role of a special education administrator in a state education agency, for use in the training of administrators of special education in state education agencies. Three specific objectives of the study were to develop a set of reality-based items based on observed situations in state education agencies, develop a training model using these items in a simulated environment approach, and assess the model's effect on trainees in the skill areas of information processing, sensitivity to issues, and organizing and planning. Implementation of the training model consisted of administering the materials to 23 new staff members of different state education agencies during a 2-week workshop. Evaluation instruments included interviews with subjects, completion of a written opinionnaire by subjects following the workshop, and administration of the Trial Problem Solving Exercise to measure growth of skill in information processing, sensitivity to issues, and organizing and planning. Evaluation data showed the study successful in achieving the first two specific objectives (development of materials and use as training model), but no evidence confirmed the effectiveness of the simulation exercise on the three target skill areas. (KW)

ABSTRACT 32042

EC 03 2042 ED 049 565
Publ. Date 70 86p.
Special Education Handbook for School Administrators.
Washington Office of the State Superintendent of Public Instruction, Olympia
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; administrative policy; guidelines; state standards; state legislation; architectural programing; administrative organization; Washington

The handbook for administrators of special education programs in the state of Washington covers the philosophy and administration of special education, defining the areas of state, local, and joint administrative responsibilities. Guidelines for special programs for the handicapped are set forth, specifying the definition, eligibility requirements, class load, programing, and facilities and equipment for each exceptionality. Also delineated are the components of specialized school services for the handicapped. Appended are a guide for superintendents and directors in employing special personnel, state laws pertaining to the education of handicapped children, American standard specifications for buildings and facilities, and information on federal funds for materials for the visually handicapped. (KW)

ABSTRACT 32043

EC 03 2043 ED 049 566
Publ. Date May 70 74p.
Services for Exceptional Children: A Guide for Program Improvement.
Virginia State Department of Education, Richmond, Special Education Service
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; administrative policy; guidelines; state standards; state legislation; administrative organization; teacher certification; program planning; Virginia

Intended for school administrators, boards of education, special education coordinators, and teachers, the handbook contains information about the Special Education services of the Virginia State Department of Education and provides guidelines for the organization of various kinds of programs for handicapped children by local school divisions. The historical background of special education services in Virginia is traced, and policies concerning the distribution of special education funds are stated. State legislation pertaining to special education and teacher certification requirements are presented. General procedures for establishing and developing programs are listed and then discussed in relation to each exceptionality. Also covered are the role of the visiting teacher and school psychologist, the nature of the psychological report, supervision on the local level, suggestions for the evaluation of special education programs, and special education services available from the State Department of Education. (KW)

ABSTRACT 32160

EC 03 2160 ED 049 580
Publ. Date 69 146p.
Ball, Thomas, S., Ed.
The Establishment and Administration of Operant Conditioning Programs in a State Hospital for the Retarded.
California State Department of Mental Hygiene, Sacramento, Bureau of Research
EDRS mf,hc

Descriptors: mentally handicapped; institutions; administrative organization; operant conditioning; behavior change; reinforcement; administrative policy; program descriptions; staff role; California

Seven articles treat the establishment of operant conditioning programs for the mentally retarded at Pacific State Hospital in California. Emphasis is on the administrative rather than the demonstration of research aspects of operant conditioning programs. Following an introduction and overview, the medical director's point of view on operant conditioning programs is presented and the following aspects of the token economy program are examined in articles by various staff members at the state hospital: demands on the staff, selection of patients, operation of the token economy program, the school program, and the implementation of new programs in ward care of the retarded. Three additional articles discuss the training program in operant conditioning for institutional staff members, a cross-cultural use of operant conditioning at a mental hospital in Vietnam, and operant conditioning treatment programs at Porterville State Hospital. Additional material details administrative policies and daily procedures at Pacific State Hospital. (KW)

ABSTRACT 32221

EC 03 2221 ED 050 507
Publ. Date Aug 70 112p.
Garove, William E. and Others
The Development of In-Service Programs for Leadership Personnel Employed in Residential Institutions for the Mentally Retarded. Final Report.
Pittsburgh University, Pennsylvania; Pennsylvania State Department of Public Welfare, Harrisburg, Office of Mental Retardation
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEC-21-22366

Descriptors: mentally handicapped; inservice education; simulation; program design; institutional administration; institutions; professional education; program development

The purpose of the project was to develop a reality-based simulator with training materials as one component of preservice and inservice training programs for persons in leadership positions in public residential institutions for the mentally handicapped. In order to identify the responsibilities and problems of leadership personnel, site visits, consultations, and personal interviews were conducted. The problems identified concerned medical staff, personnel management, department heads, business management, physical plant, patients, community relations, policies and regulations, and nursing staff. A simulated institution was designed from reality based incidents gathered from interviews in state schools and hospitals for the mentally handicapped. The development of preservice and inservice training exercises to implement the simulator was still in the planning stage at the time the report was written. An assessment of the reliability of the simulator through pilot investigations was also planned. A review of literature and a feasibility study conducted at the beginning of the project led the researchers to believe such a simulated program can provide a vehicle for experimentation and research to produce meaningful changes in the management of real institutions for the mentally handicapped. (CD)

ABSTRACT 32227

EC 03 2227 ED 050 513
Publ. Date 71 26p.
Thorsell, Marguerite and Others
Kansas Plan: For Program Planning and Development in Education for the Mentally Retarded.

Kansas State Department of Education, Topeka
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; program development; administrative organization; state standards; educational planning; state programs; program planning; educational programs

The manual of administrative guidelines outlining program organization for the education of the mentally retarded in Kansas presents standards of program organization and operation and plans for implementing specified services for the various levels of mental retardation. Part 1 of the manual detailing program organization, covers program philosophy and major goal, administrative structure (scope and sequence outline of administrative levels of instruction for the trainable and the educable mentally retarded), administrative organizational variations (teacher units and other specialized personnel or related administrative organizational units), and program facilities, particularly suggestions for learning centers within facilities for the retarded. Part 2 describes the statewide program of curriculum development and instructional improvement, emphasizing the administrative structure for statewide implementation of the Kansas Plan. A summary of administrative regulations for establishing public school programs for the retarded in Kansas constitutes the third section of the manual. (KW)

ABSTRACT 32234

EC 03 2234 ED 050 517
Publ. Date May 71 198p.
Yates, James Rodney
A Study of Adoption of Innovation in Special Education: A Comparison of Texas School Districts Applying, and Those Not Applying, for Comprehensive Special Education for Exceptional Children (Plan A).
Texas University, Austin
EDRS mf,hc

Descriptors: exceptional child research; educational innovation; special education; decision making; school districts; administrator attitudes; administrative policy; change agents; power structure; school superintendents; demography; Texas

A study was conducted to determine how Texas school districts that adopted an innovation in special education differed from the more than 1,250 that did not. Ten randomly selected districts from the 40 that adopted change were matched with 10 non-adopter districts. Members of the district power structure (as related to special education) were identified by questionnaires administered to the district superintendent, principals, and persons named by them as influential in the decision of whether to innovate. Subject and district demographic variables were compared and analyzed. Subjects and districts were found to be very similar, and indications were that there were no significant differences in perceptions of the new state plan for special education. These perceptions were apparently not the crucial variables in the decision to adopt or not adopt the plan. Most significant differences were related to the increased number of supportive personnel and services to be derived from adoption, suggesting that funding is such a strong incentive that decision-makers fail to see the necessity of extensive testing of the innovation. Methodology, related studies, tables of data, and conclusions are presented. (RJ)

ABSTRACT 32373

EC 03 2373 ED 050 530
Publ. Date Apr 71 46p.
A National Mental Retardation Manpower Model.
National Institute on Mental Retardation, Toronto, Ontario, Canada
Canadian Association for the Mentally Retarded, Toronto, Ontario
EDRS mf,hc

Descriptors: exceptional child services; mentally handicapped; manpower needs; nonprofessional personnel; professional education; curriculum design; professional personnel; models; Canada

The report of the Task Force established by the Canadian National Institute on Mental Retardation concerns a comprehensive planning and organization program for training personnel, especially associate professionals, in the field of mental retardation to provide a more effective utilization of manpower. Summarized are results of surveys of existing training programs available for professional, associate professional, and volunteer personnel, including preschool, home care, residential, and occupational-vocational training programs. A training curriculum for associate professionals at four diploma levels is detailed. Improved methods for utilizing all personnel in the field of mental retardation and allied developmental handicaps are recommended, as is a pattern of implementation indicating the specific roles and responsibilities of local, provincial, and national agencies and institutions. A total of 38 recommendations related to manpower training and utilization are presented. (KW)

ABSTRACT 32580

EC 03 2580 ED 051 609
Publ. Date 71 165p.
Education of the Physically Handicapped.
New York City Board of Education, Brooklyn, New York, Bureau of Curriculum Development
EDRS mf,hc
Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 ($2.50).

Descriptors: exceptional child education; physically handicapped; educational programs; program descriptions; home instruction; neurologically handicapped; administrative organization; curriculum; counseling; New York

Described are the philosophy, organization, and curriculum of programs functioning under the Bureau for the Education of the Physically Handicapped (BEPH), which administers educational programs for approximately 10,000 physically handicapped children in New York City. Following an explanation of the general principles guiding the development of programs, an overview of programs offered by BEPH is given and admission and transfer procedures clarified. Examined in greater detail are the health conservation classes, focusing upon classes for the severely orthopedically handicapped and brain-injured. Such aspects as screening, physical plant, curriculum and activities, materials, and services are summarized. Also detailed is the home instruction program. Following a general discussion of topics basic to curriculum planning for the physically handicapped, curriculum adaptations for specific subject areas are presented. Objectives, services, and roles of parent, teacher, and school in the guidance program are reviewed. Final chapters define some common physical disabilities, examine trends in regular and special education, and outline innovations especially relevant to education of the physically handicapped in New York City. (KW)

ABSTRACT 32608

EC 03 2608 ED N.A.
Publ. Date Jun 71 100p.
Early Childhood Development: Alternatives for Program Implementation in the States.
Education Commission of the States, Denver, Colorado
EDRS not available
Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 ($1.00).

Descriptors: early childhood education; state programs; national surveys; state federal aid; legislation; administrative policy; program planning; administrative organization; child development

The report is intended to provide state level policy makers with basic data about the alternatives which should be considered as a state initates or expands its programs in early childhood education. It is pointed out that several effective approaches could be implemented at substantially less cost than conventional classroom kindergartens and preschools (e.g., comprehensive developmental training for parents, classroom and television training of parents to work with children, television programs for children). The need for state supported early childhood programs, objectives, influence of the Federal government, priorities and methods for implementation, and funding are discussed. Information has been compiled on the basis of questionnaires distributed to the states, and several tables indicating ongoing state efforts in early childhood programs are provided. (CD)

ABSTRACT 32610

EC 03 2610 ED 051 610
Publ. Date Jul 70 38p.
Questions and Answers: Report of Institute on the Administration of Special Education (Jackson, Mississippi, July 20-21, 1970).
Mississippi State Department of Education, Jackson. Special Education Office
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; state standards; administrative policy; state programs; administration; conference reports; Mississippi

The booklet is intended to provide for the administrator and special education supervisor a reference to many of the basic questions concerning the administration of special education in Mississippi. The questions and answers, which constitute the body of the document, were compiled from questions asked of the staff of the State Special Education Office and of each other by administrators attending the Institute on the Administration of Special Education, July 20-21, 1970, in Jackson, Mississippi. Questions deal with the areas of general administration, policy, funding, screening, class size and age, goals, teacher recruitment and training, traineeships, medicaid, and parent education. Also covered are speech correction, vocational education and rehabilitation, and special education preschool programs. Appended is information on state legislation pertaining to special education and on the organization of classes for exceptional children. (KW)

ABSTRACT 32616

EC 03 2616 ED 051 616
Publ. Date 69 66p.
Outland, Richard W.; Gore, Beatrice E.
Home and Hospital Instruction in California.
California State Department of Education, Sacramento, Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; physically handicapped; home instruction; homebound; hospitalized children; state programs; educational programs; administrative policy; teacher role; California

Written in question and answer format, the bulletin contains answers to the most frequently asked questions regarding the California Program for Homebound and Hospitalized Children. Considered individually are the administration, the objectives and procedures of the instructional program, and the personnel roles and procedures involved in both home instruction and hospital instruction for children who are homebound or hospitalized for long periods due either to physical handicaps or prolonged illness. Attention is also given to the teleclass program, in which special telephone equipment enables homebound students to hear teachers and fellow classmates, participate in class discussions, and receive instructions as if in the classroom. Questions concerning eligibility, equipment, cost, teacher role, and legal provisions for teleclasses are answered. (KW)

ABSTRACT 32617

EC 03 2617 ED 051 617
Publ. Date 70 95p.
Misbach, Dorothy L.; Sweeney, Joan
Education of the Visually Handicapped in California Public Schools.
California State Department of Education, Sacramento, Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; state programs; educational programs; administration; curriculum; public schools; California

Intended as a guide and reference for administrators and teachers responsible for the operation of special educational programs for the visually handicapped in California public schools, the document first traces the historical and philosophical development of publicly financed education for visually handicapped children in California. Definitions, methods of identification, and incidence figures are given. Described are the types of programs offered for the visually handicapped: special and regular day classes, remedial and individual instruction, mobility instruction, payment of tuition, and residential schools. Factors to be considered in establishing and operating a program, such as legal authority and provisions, evaluation and placement procedures, counseling, and orientation program, are discussed. Guidelines for the various levels of school district personnel involved in operating a program are given. Examined are the implications of the limitations of visually handicapped students for instructional planning and curriculum. The final chapter identifies some additional state services for the visually handicapped. (KW)

ABSTRACT 32630

EC 03 2630 ED N.A.
Publ. Date Apr 70 90p.
Keck, S. Annette and Others
Day Camping for the Trainable and Severely Mentally Retarded: Guidelines for Establishing Day Camping Programs.
Illinois State Department of Mental Health, Springfield, Division of Mental Retardation Services
EDRS not available
Illinois State Department of Mental Health, Division Of Mental Retardation, State Office Building, 401 South Spring Street, Springfield, Illinois 62704.

Descriptors: trainable mentally handicapped; mentally handicapped; camping; administrative organization; program design; physical activities; handicrafts; music

Written as a resource for community agency personnel and recreation staff, the manual offers guidelines for establishing day camping programs for trainable and severely retarded children. Covered are program structure, organization, evaluation, and other administrative concerns, in addition to suggested physical activities, arts and crafts activities, and music activities. Appended are sample schedules, application forms, job descriptions, a list of materials, and additional ideas for field trips, in-camp activities, and resource people for entertainment purposes. (KW)

ABSTRACT 32693

EC 03 2693 ED 052 557
Publ. Date 69 270p.
Cleland, Charles C.; Swartz, Jon David
Mental Retardation: Approaches to Institutional Change.
EDRS not available
Grune and Stratton, Inc., 757 Third Avenue, New York, New York 10017 ($12.50).

Descriptors: mentally handicapped; institutional administration; institutional personnel; innovation; residential care; administrative change; institutions; change agents; rehabilitation; administrator role

The readings, related case histories, and exercises are written in conversational style and intended to serve all levels of personnel working in institutions for the mentally retarded. The text presents information on institutional residents, personnel, and operations useful in personnel training and development. Orientation is toward creativity at all levels in fostering improvements through institutional changes. The teaching approach used is the case study method. Cases included are real, brief, and adaptable to a wide educational/occupational range of employees perplexing situations and operating problems inherent in institutional procedures. Major topics covered include problems related to new employees, profound and mild retardation (daily events, training techniques, assessing vocational potential, vocational training in rehabilitation), and innovating for change in the classroom, on the ward, at play, and in the use of materials, equipment, and physical plant. Also treated in detail is management's role in institutional change (manpower and plant utilization, attitudes, records, and other responsibilities). (KW)

ABSTRACT 32718

EC 03 2718 ED 052 559
Publ. Date 70 75p.
Mandatory Special Education Plan for the Administration and Implementation of Public School Programs for the Hearing Impaired.
Indiana State Department of Public Instruction, Indianapolis, Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; administrative policy; state programs; educational programs; program planning; state standards; guidelines; Indiana

Intended for public school administra-

tors, teachers, and speech and hearing clinicians, the document contains guidelines for setting up programs to implement the statewide mandatory special education plan for hearing impaired children in Indiana. Outlined are procedures to follow in comprehensive programing for the following categories of the hearing impaired: infants (ages 6 months-2 years), preschool (ages 2-5 years), hearing impaired (ages 6-21 years), and multiply handicapped hearing impaired (ages 6 months-21 years). The document is devoted to detailing the components, administrative organization, programing, child placement procedures, facilities, groupings, certification, and other administrative aspects of educational programs for each of the four categories of hearing impaired children. Additional data on program levels, geographic service areas, and special schools and classes in Indiana are appended, in addition to numerous sample forms and specific facility and certification requirements. (KW)

ABSTRACT 32723

EC 03 2723 ED 052 564
Publ. Date 71 255p.
Stone, Thomas E.
Organizing and Operating Special Classes for Emotionally Disturbed Elementary School Children.
EDRS not available
Parker Publishing Company, 1 Village Square, West Nyack, New York 10994 ($8.95).

Descriptors: exceptional child education; emotionally disturbed; special classes; educational programs; elementary school students; program design; program descriptions; administration; curriculum design

Provided for public school systems are educational guidelines for setting up special classes for emotionally disturbed elementary school students. Described is a preventive-developmental program, based on successful experiences in form school districts, which provides for a complete school team approach. Detailed are the steps involved in organizing and implementing such a Transition-Adjustment class program, beginning with a discussion of how to organize a district program and procedures for identifying, screening, and placing the disturbed child. Curriculum content and organization are discussed, as are materials and equipment. Also examined are effective teaching techniques and the characteristics and roles of Transition-Adjustment class teachers and principals. In addition, how to establish a special physical education program and how creative activities in art and other subjects can be important factors in overall growth are explained. Procedures for gradually returning a child to regular classes and points to consider in planning a summer Transition-Adjustment class program are also covered. Appendixes contain sample budgets and forms. (KW)

ABSTRACT 32877

EC 03 2877 ED 053 499
Publ. Date 71 24p.
The Provision of Education for Pupils Who Are Homebound or Hospitalized.
Ontario Department of Education, Toronto
EDRS mf,hc

Descriptors: exceptional child education; homebound; hospitalized children; educational programs; special health problems; physically handicapped; administration; teacher role

Suggestions are made for administrators responsible for the establishment and supervision of programs and services for children who are homebound or hospitalized and for teachers of such children. The section for the administrator considers program objectives, program merits, responsibilities and supervision, pupil eligibility, referrals, termination of home instruction, teacher selection, parent responsibilities, and programs for the emotionally disturbed, severely retarded, and learning disabled. Recommendations for teachers include teacher role, supportive consultants, making a community directory, self-help, procedure subsequent to referral, initial home visit and lesson, the hospital setting, team conferences, time for instruction, and record-keeping. Types of programs and aids and a glossary are also included. (RJ)

ABSTRACT 32884

EC 03 2884 ED 053 506
Publ. Date 70 38p.
Stovall, Betty J.; Tongue, Cornelia
The Itinerant Resource Teacher: A Manual for Programs with Gifted Children.
North Carolina State Department of Public Instruction, Raleigh, Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; gifted; resource teachers; itinerant teachers; state programs; administrative organization; program design; guidelines; North Carolina

Prepared for the use of schools in North Carolina, the manual discusses the use of itinerant resource teachers in the educational program for gifted children. Although pertaining primarily to the gifted and talented program on the elementary and junior high levels, the manual could be adapted to the senior high program also. Discussion of the philosophy and objectives of the Itinerant Resource Teacher Program for Gifted Children indicates that the itinerant teacher acts as a resource person to the regular teacher as well as to the children, thus supplementing rather than supplanting the regular teacher. A section in question and answer format explains the concept of the itinerant resource teacher, and a description is given of ways to implement the program in a school setting. Several sample schedules are presented to illustrate how the program might be implemented in a school system. Also covered are additional professional responsibilities of the resource teacher and some factors to consider in the process of evaluating both the students' progress and the program. (KW)

ABSTRACT 32994

EC 03 2994 ED N.A.
Publ. Date 70 33p.
Greer, Colin
The Principal as Educator.
Center for Urban Education, New York, New York
Office of Education (DHEW), Washington, D. C.
EDRS not available
Center for Urban Education, 105 Madison Avenue, New York, New York 10016 ($1.50).

Descriptors: exceptional child education; disadvantaged youth; elementary school students; elementary education; reading; educational philosophy; motivation; principals

The John H. Finley Elementary School in central Harlem, officially known as PS 129, is discussed in light of its educational success with inner-city children (good standardized achievement scores), based on the philosophy that love is the mainspring from which academic success and social progress spring forth. The pamphlet focuses on the efforts of the school's principal, Mrs. Martha Froelich, whose administrative duties are secondary to her duties as head teacher. A reading program initiated by her in 1962 is the instructional leverage for the school's organization and is discussed at length. Several reading work charts are pictured. Mrs. Froelich extends her emphasis on the fun and importance of learning to parents, recognizing connections among school, home, and classroom. Parents are requested to spend time daily with their children to encourage and help their homework activities. (CB)

ABSTRACT 32999

EC 03 2999 ED N.A.
Publ. Date 71 18p.
Court Orders for Educational Services for Handicapped Children.
New York State Education Department, Albany, Division for Handicapped Children
EDRS not available
New York State Department of Education, Division For Handicapped Children, Albany, New York 12224.

Descriptors: exceptional child services; handicapped children; educational needs; legislation; legal responsibility; state aid; administrative policy; financial support; courts; New York

Designed for school personnel and other staff responsible for preparing and processing court order forms for educational services for handicapped children in the state of New York, the publication presents pertinent information relating to legislation and appropriate procedures in implementing court order procedure. In the event a school district is unable to provide for a handicapped child's special needs, family court order procedure can provide needed services with costs shared by the State Education Department and the child's county of residence. Applicable services are home teaching, maintenance, tuition, and transportation. (CB)

ABSTRACT 33093

EC 03 3093 ED N.A.
Publ. Date 68 12p.
Sitkei, E. George
The Effects of Class Size: A Review of the Research.
EDRS not available
Division of Research and Pupil Personnel Services, Los Angeles County Superintendent of Schools Office, Los Angeles, California 90015.

Descriptors: research projects; class size; research reviews (publications); administrative policy; public schools; California

Presented is a research review of class size, its cost and quality implications for both administrative responsibilities and system class-size policy. The review goes back to 1903 but emphasizes research of the 1960's. Research data gathered by the California State Department of Education and the California Teachers Association indicate the following: smaller classes are favored over larger classes by a ratio of 2-1, definitions of small and large classes are ambiguous, class size varies more within a system than within state system averages, system size predicts high school class size, instructional staff quantity is related indirectly to average class size, smaller classes tend to have greater variety of instructional methods than do larger classes, small classes are some guarantee against educational accidents, economic prosperity increases class size, and class size problems may be diminished with the advent of computerized classrooms. (CB)

ABSTRACT 33094

EC 03 3094 ED N.A.
Publ. Date Jan 71 62p.
Project Development and Project Requirements.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS not available
U. S. Office of Education, Bureau of Education for The Handicapped, 400 Maryland Avenue, S. W., Washington, D. C. 20202.

Descriptors: exceptional child education; handicapped children; program development; educational programs; administrative policy; guidelines; federal aid; federal legislation; state agencies; Elementary and Secondary Education Act Title I; Education of the Handicapped Act

Written to provide essential information for present and prospective project directors of state educational programs, the booklet explains planning, operating, and evaluation of programs and projects for handicapped children with special learning or behavioral needs, as authorized by Public Law 89-313 (PL 89-313), amendment to Title I, Elementary and Secondary Education Act and Part B, Education of the Handicapped Act (Title VI-B, Public Law 91-230). Discussion of project development includes steps in project development from identifying project need to evaluating project outcome, types of projects applicable, and comparison of state administration and project activities, which covers PL 89-313 state administration, planning, and project activities, Part B state administration and project activities, project application, project amendment, and project report. Explanation of project requirements involves project definition and time period, basic criteria for project approval, project participants, project expenditures, other project requirements, and private school participation regulations. (CB)

ABSTRACT 33095

EC 03 3095 ED N.A.
Publ. Date Jan 71 158p.
Administrative Manual--Public Law 89-313 Amendment to Title I Elementary and Secondary Education Act and Part B Education of the Handicapped Act (Title VI-B, Public Law 91-230).
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS not available
U. S. Office of Education, Bureau of Education for the Handicapped, 400 Maryland Avenue, S. W., Washington, D. C. 20202.

Descriptors: exceptional child education; handicapped children; federal legislation; program development; educational programs; administrative policy; financial policy; guidelines; federal aid; state agencies; Elementary and Secondary Education Act Title I; Education of the Handicapped Act

Presented is a compilation of policy statements, guidelines, and regulations pertaining to Public Law 89-313 (PL 89-313) amendment to Title I of Public Law 89-10, the Elementary and Secondary Education Act of 1965 and Title VI-B of Public Law 91-230, also referred to as Part B of the Education of the Handicapped Act. Topics examined are: overview and administrative responsibilities of PL 89-313 and Part B programs; specifics of program administration under PL 89-313 which include eligibility and participation requirements, grant determination, and distribution of grants by state agency; specifics of program administration under Part B, including eligibility, participation requirements, and grant determination; project development, which covers development of projects, types of projects, comparison of state administration and project activities, project application, project amendment, and project report; project requirements, such as project definition and time period, basic criteria for project approval, project participants, project expenditures, other project requirements, and private school participation regulations; and fiscal administration, which considers accounting of funds, obligation of funds, liquidation of obligations, financial reports, maintenance of records, audits, limitations on use of project funds, unexpended project monies, sale of inventoried property, and grant-related income. Appended are the following example forms and instructions: OE Form 2274 for average daily attendance of handicapped children in schools operated or supported by state agencies, OE Form 9016 for description of projected activities, and OE Form 9025 for application, amendment, and report. Also appended are Public Law 89-313 as amended by Public Law 91-230 and Title VI-B, Education of the Handicapped Act. (CB)

ABSTRACT 33118

EC 03 3118 ED N.A.
Publ. Date Sep 71 6p.
Harned, Barbara J.
The Federal Government and Preschool Education.
EDRS not available
National Elementary Principal, V51 N1 P92-7 Sep 1971

Descriptors: early childhood education; federal legislation; federal aid; educational programs; educational objectives; administration; national programs

Implications for preschool education are drawn from a comparative study of three federal programs: Emergency Nursery School Program of the 1930's, Day Care Program of the 1940's, and Project Head Start of the 1960's. Thirteen comparisons discussed are: nursery programs as reflections of national concern; program focus on health services, nutrition, child development, and social development; employment; demonstration function; roles of U.S. Office of Education and other national organizations; program administration structure; increased efficiency of program administration; nondiscrimination; community financial eligibility; inadequate personnel training; difficulty of maintaining qualified personnel; program scope increase; and increased attention to research. Educational implications drawn are that the federal government has increased preschool education availability, developed public awareness of preschool education needs, motivated local and state level involvement in early childhood education, and stimulated research in the field of early childhood education. (CB)

ABSTRACT 33175

EC 03 3175 ED 054 555
Publ. Date Oct 71 58p.
Walden, S. Bernie and Others
Special Service Personnel: A Source of Help for the Teacher.
Iowa University, Iowa City, Special Education Curriculum Development Center
Iowa State Department of Public Instruction, Des Moines
EDRS mf,hc

Descriptors: exceptional child services; professional personnel; public schools; counselors; resource teachers; health personnel; school psychologists; student personnel services; administrator role; instructional staff; Iowa

Examined are the roles of special service personnel (SSP) who provide support services for Iowa public school teachers

by three methods: helping a specific child, helping develop instructional program content, and helping develop new instructional skills. The 13 SSPs include counselor, director of special education, educational consultant, hearing clinician, itinerant/resource teacher, principal, regional education media center, school psychologist, school nurse, school social worker, speech clinician, vocational rehabilitation counselor, and work-experience coordinator. SSPs are available at three organizational levels in Iowa: local school system, county or merged county school system, and area served by regional educational materials center. A brief explanation of teacher preparation for using SSP includes gathering materials on learning problems, gathering information on behavior problems, and use of SSP in content areas or development of teacher skills. The latter half of the work is devoted to an overview of each of the 13 SSPs, with discussion focus on their basic functions and contributions to child, teacher, and total educational program. Concluding the work is a short discussion on evaluating results of SSP services. (CB)

ABSTRACT 33192

EC 03 3192 ED 054 560
Publ. Date 70 170p.
Anderson, Jean L., Ed.
Conference on Supervision of Speech and Hearing Programs in the Schools (Bloomington, Indiana, June 15-26, 1970).
Indiana University, Bloomington, Speech and Hearing Center
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; speech handicapped; professional personnel; supervisors; professional education; leadership training; conference reports

Presented are selected proceedings from the Conference on Supervision of Speech and Hearing Programs in the Schools (Bloomington, Indiana, June 15-26, 1970), attended by state and local school supervisors of speech, language and hearing programs and by university personnel with a special interest in supervision. The purpose of the conference was to emphasize the need for supervision of such programs, to examine the role and responsibilities of supervisory personnel in the schools, and to consider the kind of training which might best prepare them for such a role. Papers discuss the role of the clinician in exploiting the potential of public school therapy, leadership behavior and group effectiveness, procedures for counting and charting a target phoneme, the clinical process and qualities which characterize a good clinician, human relationships in supervision, federal support for speech and hearing, and program planning and evaluation to achieve accountability. Also included are the text of a panel discussion on the training of supervisors and consensus statements resulting from small group discussions on five topics related to rationale for, role, and characteristics of the supervisor. (KW)

ABSTRACT 33194

EC 03 3194 ED 054 562
Publ. Date 70 98p.
Decker, Harold A.
A System for Planning and Achieving Comprehensive Health Care in Residential Institutions for the Mentally Retarded.
Michigan University, Ann Arbor, School of Public Health
Health Services and Mental Health Administration (DHEW), Washington, D. C.
EDRS not available
Department of Pediatrics, University of Arkansas Medical Center, 4301 West Markham Street, Little Rock, Arkansas 72201.

Descriptors: mentally handicapped; institutionalized (persons); health services; medical evaluation; residential care; institutional administration; program design; physicians

Based on a view of health care intertwining medicine intimately with other components of institutional care, the monograph presents a system of concepts and operating techniques for providing comprehensive health care to institutionalized retardates. Background of the system is explained in terms of its research basis (two studies by the author of health care in institutions for the retarded) and basic principles underlying health care and habilitation programs. Then a set of document forms and procedures are presented to enable the institutional primary-care physicians and other involved professionals to plan and carry out complete health and habilitative care for residents. Dealt with are collection of relevant information, and evaluation of the resident's clinical status, and the multidisciplinary resident-care-planning conference, which uses data on health status in preparing a personalized schedule of health and habilitation services to each resident. The discussion of administrative problems of putting the written plan into execution covers a data system to help monitor and supervise implementation of care plans, development of needed services, and the concept of the Service Coordinator responsible for logistic management and coordination of comprehensive service. (KW)

ABSTRACT 33203

EC 03 3203 ED N.A.
Publ. Date 71 466p.
Nelson, Nathan
Workshops for the Handicapped in the United States: An Historical and Developmental Perspective.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($16.00).

Descriptors: handicapped; sheltered workshops; rehabilitation centers; vocational rehabilitation; historical reviews; administrative organization

The history of workshops in the United States for physically, mentally, socially handicapped, or otherwise disabled or disadvantaged persons is traced. Included in the general category of workshops under discussion are sheltered workshops, rehabilitation workshops, rehabilitation work centers, rehabilitation industries, work adjustment centers, and work training centers. The book defines the role of workshops, sets forth how they have developed to help handicapped persons solve their employment and work-related problems, describes how they function (nature, characteristics, classifications, standards and accreditation, philosophies, programs and services, organization, and administration and financing), makes suggestions for their improvement, and forecasts opportunities for future development. The scope of the discussion is limited mainly to programs using substantial paid work. Appended is a summary of standards for the operation of workshops. (KW)

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